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ABSTRACT

This annotated bibliography contains 22 listings on the design and evaluation of college courses, including five on objectives, two on the evaluation of learning and instruction, four on innovative teaching methods, six on instructional design, and five on research design and educational experimentation. The bibliography is not meant to be exhaustive but is representative of books which are likely to be useful to instructors regardless of their subject fields. (MBM)

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DESIGNING AND EVALUATING COLLEGE COURSES:

AN ANNOTATED BIBLIOGRAPHY

This brief bibliography is the result of a request from a faculty member at McGill who wanted to establish a small library on designing college instruction for his department.

The biliography is not meant to be exhaustive, but rather is representative of books which are likely to be useful to instructors regardless of their subject matter areas.

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OBJECTIVES

Cohen, Arthur M. Objectives for College Courses. Beverly Hills, California: Glencoe Press, 1970.

This book includes a programmed lesson in writing objectives as well as chapters on definition of terms, goals and objectives in sequence: One chapter presents in detail about 100 specimen objectives for various college courses.

Mager, R.F. Developing Attitude Toward Learning. Palo Alto, California: Feardon Publishers, Inc., 1968.

A programmed volume discussing ways of stating "attitude change" goals for students and assessing whether they have been met. Ways of increasing the tendencies of students to approach the instructional tasks are suggested.

Mager, R.F. Preparing Instructional Objectives. Palo Alto, California: Feardon Publishers Inc., 1962.

This is a programmed text which assists teachers in designing behavioral objectives.

Popham, W. James, and Baker, Eva L. Establishing Instructional Goals. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1970.

This book consists of five self-instructional programs which focus on instructional goals: How to select them, how to state them, and how to establish pupil performance standards for such goals.

Yelon, Stephen L. and Scott, R.O. A Strategy for Writing Objectives. Dubuque, Iowa: Kendall-Hunt Publishing Company, 1970.

This programmed text is designed to help teachers write behavioral objectives and to select appropriate tests which determine whether the objective has been attained. It is appropriate for writing objectives for college instruction as well as for lower levels of instruction. Several uses for behavioral objectives are suggested.

EVALUATION (of Learning and Instruction)

Bloom, Benjamin S. et al. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Company, 1971.

This handbook presents a comprehensive treatment of evaluation techniques for a variety of settings and subject matter areas.

Gronlund, N.E. Constructing Achievement Tests. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968.

Describes and illustrates how to construct test items that measure specific learning outcomes at all levels of the cognitive domain of the Taxonomy of Educational Objectives. Deals with the "how-to" aspects of item construction, essay tests, administering tests and scoring.

INNOVATIVE TEACHING METHODS

Homme, L. et al. How to Use Contingency Contracting in the Classroom. Champaign, Illinois: Research Press, 1970.

A procedure is suggested which would permit students to choose their own rewards for learning, and to gradually assume increasing control over their own instruction.

Postlethwait, S.H. et al. The Audio-Tutorial Approach to Learning: Through Independent Study and Integrated Experiences. Second Edition. Minneapolis, Minn.: Burgess Publishing Company, 1970.

This book provides appropriate guidelines for people who wish to use the Audio-Tutorial System and reflects the current thinking and new insights into the learning process.

Runkel, P., Harrison, R., and Runkel, Margaret. The Changing College Classroom. San Francisco, Cal.: Jossey Bass Inc., Publishers, 1969.

Presented here are reports of innovations in college teaching. The courses discussed range in size from a dozen to over a thousand students. Subjects range from mathematics, speech and writing to psychology, organizational management and creativity.

Tansey, P.J. and Unwin, D. Simulation and Gaming in Education. London: Methuen Educational Ltd., 1969.

This book presents the background, need and advantages of simulation and gaming as new educational techniques. Various types of simulations are described and analyzed. Use of simulations, largely in the context of school environment, are suggested.

INSTRUCTIONAL DESIGN

Brethower, D.M. et al. Programmed Learning, a Practicum. Ann Arbor, Mich.: Ann Arbor Publishers, 1967.

This is a self-instructional, programmed text on how to write programmed instruction.

Briggs, Leslie J. Handbook of Procedures for the Design of Instruction. Pittsburgh: American Institute of Research, 1970

This is a comprehensive guide of how to develop empirically validated instructional materials.

Geis, G.L. et al. Designing More Effective College Instruction. Centre for Learning and Development, McGill University. Materials being revised. Available Spring, 1972.

This self-instructional material is designed specifically for college instructors and teaches a technology for designing instruction. Readers work on their own instructional problems and design appropriate solutions.

Markle, Susan Meyer. Good Frames and Bad: A Grammar of Frame Writing. Second edition. New York: John Wiley and Sons, Inc., 1966.

A "how to" book on writing programmed instruction. This volume takes the reader through the principles, basic operations, design and editing of programmed instruction.

McKeachie, W.J. Teaching Tips: A Guidebook for the Beginning College Teacher. Lexington, Mass.: D.C. Heath and Company, 1969.

A compilation of useful tricks of the trade which the author has found useful in teaching. Theory and research relevant to each of the teaching methods are discussed.

Popham, W.J. and Baker, Eva L. Planning an Instructional Sequence. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1970.

Part of a collection of five self-instructional programs. This volume focuses on the topic of designing an instructional sequence.

RESEARCH DESIGN AND EDUCATIONAL EXPERIMENTATION

Anderson, R.C. et al. (Eds.) Current Research on Instruction. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1969.

A collection of research papers identifying the important aspects of the instructional process, chosen for their relevance to classroom application.

Banathy, Bela. Instructional Systems. Palo Alto, Calif.: Feardon Publishers, Inc., 1968.

A short introduction to the systems approach to education.

Campbell, D. and Stanley, J. Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally and Company, 1963.

An appropriate book for those teachers who wish to conduct experiments on teaching and learning. Several research designs are presented.

Gage, N.L. (Ed.) Handbook of Research on Teaching. A Project of the American Educational Research Association. Chicago: Rand McNally Company, 1967.

A comprehensive text on teaching research, encompassing:
- a historic review of teaching methods
- logical statistical and design problems
- methods of collecting data
- role, personality, social interaction and background as major classes of variables
- research on teaching various subjects and grade levels.

Webb, E.J. et al. Unobtrusive Measures: Nonreactive Research in the Social Sciences. Chicago: Rand McNally Company, 1966.

A text which presents a large variety of examples of unconventional measures of behavior. It is especially useful to the instructor who is searching for more imaginative measures or for a measure of student behaviors which do not seem amenable to the usual test techniques.